

## TOWNVILLE ELEMENTARY

105 Townville School Road  
Townville, SC 29689

**GRADES** K-5 Elementary School

**ENROLLMENT** 248 Students

**PRINCIPAL** Mona G. Fleming 864-287-3994

**SUPERINTENDENT** Gary L. Burgess, Sr. 864-646-8000

**BOARD CHAIR** Thomas Dobbins 864-287-4510

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	64	21	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

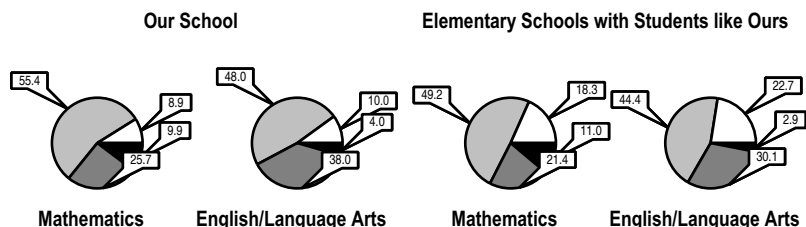
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Excellent	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

**Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	17	37	23
Percent satisfied with learning environment	100.0%	94.4%	95.7%
Percent satisfied with social and physical environment	94.1%	91.4%	100.0%
Percent satisfied with home-school relations	94.1%	89.2%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	109	99.1	10.0	48.0	38.0	4.0	42.0	17.6
Gender								
Male	61	98.4	14.5	36.4	41.8	7.3	49.1	17.6
Female	48	100.0	4.4	62.2	33.3	N/A	33.3	17.6
Racial/Ethnic Group								
White	100	99.0	8.9	45.6	41.1	4.4	45.6	17.6
African-American	9	100.0	20.0	70.0	10.0	N/A	10.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	86	98.8	5.2	45.5	44.2	5.2	49.4	17.6
Disabled	23	100.0	26.1	56.5	17.4	N/A	17.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	109	99.1	10.0	48.0	38.0	4.0	42.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	109	99.1	10.0	48.0	38.0	4.0	42.0	17.6
Socio-Economic Status								
Subsidized meals	57	100.0	9.4	49.1	41.5	N/A	41.5	17.6
Full-pay meals	52	98.1	10.6	46.8	34.0	8.5	42.6	17.6

Mathematics								
All students	109	100.0	8.9	55.4	25.7	9.9	35.6	15.5
Gender								
Male	61	100.0	7.1	51.8	25.0	16.1	41.1	15.5
Female	48	100.0	11.1	60.0	26.7	2.2	28.9	15.5
Racial/Ethnic Group								
White	100	100.0	7.7	53.8	27.5	11.0	38.5	15.5
African-American	9	100.0	20.0	70.0	10.0	N/A	10.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	86	100.0	9.0	47.4	30.8	12.8	43.6	15.5
Disabled	23	100.0	8.7	82.6	8.7	N/A	8.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	109	100.0	8.9	55.4	25.7	9.9	35.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	109	100.0	8.9	55.4	25.7	9.9	35.6	15.5
Socio-Economic Status								
Subsidized meals	57	100.0	7.5	66.0	22.6	3.8	26.4	15.5
Full-pay meals	52	100.0	10.4	43.8	29.2	16.7	45.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Advanced
English/Language Arts							
2002	Grade 3	34	N/A	2.9	35.3	61.8	61.8
	Grade 4	40	N/A	2.5	60.0	35.0	37.5
	Grade 5	32	N/A	6.3	59.4	31.3	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	3.6	35.7	50.0	60.7
	Grade 4	37	100.0	14.3	42.9	40.0	42.9
	Grade 5	40	97.5	10.8	62.2	27.0	27.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
2002	Grade 3	34	N/A	5.9	73.5	8.8	20.6
	Grade 4	40	N/A	N/A	55.0	25.0	45.0
	Grade 5	32	N/A	9.4	46.9	21.9	43.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	3.6	64.3	17.9	32.1
	Grade 4	37	100.0	2.9	48.6	37.1	48.6
	Grade 5	40	100.0	18.4	55.3	21.1	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 248)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.3%	Up from 4.2%	3.0%	2.4%
Attendance rate	95.3%	Down from 96.1%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.1%	Down from 17.5%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.8%	Up from 7.0%	8.8%	8.0%
Older than usual for grade	0.4%	N/A	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	27.8%	Down from 35.3%	48.8%	50.0%
Continuing contract teachers	94.4%	Up from 88.2%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.9%	Up from 91.5%	88.1%	86.2%
Teacher attendance rate	94.2%	Down from 96.7%	95.2%	95.3%
Average teacher salary	\$39,615	Up 2.0%	\$39,960	\$39,909
Prof. development days/teacher	23.4 days	Up from 14.3 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	18.8 to 1	Down from 20.5 to 1	19.1 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 91.7%	89.9%	89.7%
Dollars spent per pupil*	\$6,322	Up 12.5%	\$5,837	\$5,892
Percent spent on teacher salaries*	59.0%	Up from 54.5%	65.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been an exceptional year of learning at Townville Elementary School. We were proud recipients of the Palmetto Gold Award, Exemplary Writing Award and a renewed Flagship School of Promise Award. For the second straight year, one of our students won the Regional Spelling Bee and traveled to Washington, DC to compete in the National Spelling Bee. Three fourth graders competed in the Regional Science Fair, one receiving a Gold Award and two winning Silver Awards. Another fourth grader received the Governor's Citizenship Award, while six fifth graders received recognition in the Lt. Governor's Writing Awards Program. Five fifth graders placed in the MBAJ Architecture Firm's design contest, with one fifth grader's winning design chosen for the firm's annual Christmas card.

One teacher, Janice Harrell, received a Carolina Fence Garden Project grant from Clemson University's Landscapes for Learning, enabling her students to beautify our school grounds. Several activities were added to support our instructional program, parent involvement and citizenship through service. These included Parent-Child Write Nights for grades one through five, Science Club, Math Olympiads, Student Council, Safety Patrol and an annual Writing Celebration. We also welcomed Tina Thomas of RE/MAX Select as our fifth Business-Education Partner.

The entire school community participated in a number of service projects to raise funds for the following charitable groups: Anderson Interfaith Ministries, St. Jude Children's Research Hospital, American Heart Association, March of Dimes, American Cancer Society and United Way. We also participated in Anderson County Recycling projects with one fourth grade class receiving an award in the county's Fourth Annual Recycles Scarecrow Contest at the Anderson County Fair.

Townville Elementary School's quest to provide a well-rounded and quality educational environment is truly evidenced in this outstanding year of growth and achievement.

Mona G. Fleming  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.